



## Berea Elementary

100 Berea Drive  
Greenville, SC 29617

<b>Grades</b>	K-5 Elementary School	
<b>Enrollment</b>	513 Students	
<b>Principal</b>	Patricia Booker-Christy	864-355-1500
<b>Superintendent</b>	Dr. Phinnize J. Fisher	864-355-8860
<b>Board Chair</b>	Dr. Keith Ray	864-288-0476

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Below Average</b>	<b>Below Average</b>
2007	Below Average	Below Average
2006	Below Average	Below Average
2005	Average	Below Average
2004	Average	At-Risk

## DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

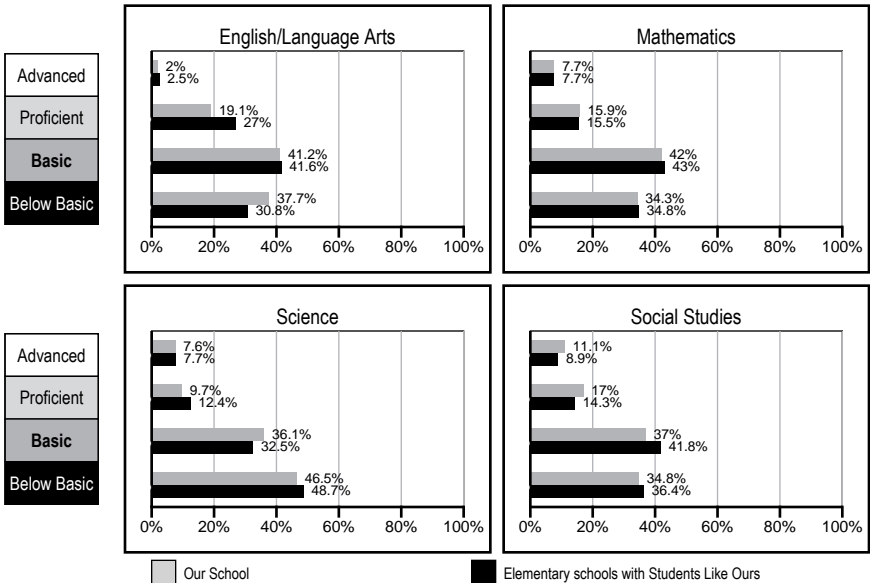
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 92.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	0	14	68	30

\* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



\* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=513)</b>				
First graders who attended full-day kindergarten	100.0%	Up from 98.9%	100.0%	100.0%
Retention rate	1.6%	Down from 2.2%	2.9%	2.3%
Attendance rate	96.6%	Up from 96.0%	96.0%	96.3%
Eligible for gifted and talented	4.7%	Up from 4.6%	5.9%	10.4%
With disabilities other than speech	16.5%	Up from 16.4%	8.3%	7.5%
Older than usual for grade	0.7%	Down from 1.9%	1.1%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 2.0%	0.0%	0.0%
<b>Teachers (n=42)</b>				
Teachers with advanced degrees	42.9%	Up from 35.0%	54.4%	56.7%
Continuing contract teachers	69.0%	Down from 72.5%	71.8%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	85.6%	Down from 85.8%	84.6%	86.4%
Teacher attendance rate	95.1%	Down from 95.8%	94.9%	94.9%
Average teacher salary	\$43,018	Up 3.6%	\$44,280	\$45,345
Professional development days/teacher	5.4 days	Up from 5.1 days	13.1 days	12.6 days
<b>School</b>				
Principal's years at school	10.0	Up from 9.0	3.0	4.0
Student-teacher ratio in core subjects	14.9 to 1	Down from 16.5 to 1	17.0 to 1	18.5 to 1
Prime instructional time	90.1%	No Change	89.1%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil*	\$7,243	Up 13.2%	\$7,748	\$7,052
Percent of expenditures for instruction*	70.4%	Down from 70.6%	69.1%	69.1%
Percent of expenditures for teacher salaries*	66.0%	Down from 70.6%	62.5%	64.2%

\* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Berea Elementary School continually strives to encourage parental involvement and encourages students to exhibit positive character traits. Teachers emphasize daily essential questions and learning objectives in their classroom instruction.

Our staff participated in Learning Focused training which is designed to positively help student achievement. We continued with reduced class size initiative made possible through Title 1 funding. This enabled our students to receive more individualized instruction.

Student social learning is encouraged through Positive Behavioral Intervention Supports (PBIS), which we implemented this school year. Students were able to earn and redeem tickets for focusing on excellent behavior and supporting one another in our school family. As a result of PBIS, our students were able to focus more on their academic achievement.

In conjunction with the Chamber of Commerce, teachers learned how to incorporate Quality Tools as a regular part of instruction. Quality Tools enable students to check for understanding, monitor progress, and celebrate their successes.

An academic audit helped us target areas needing improvement in instruction and provided a blueprint for future success. As a result of the audit, we developed an action plan that prioritized our needs.

Throughout the year, monthly Title 1 parent involvement meetings were held. These meetings were training sessions in Reading, Math, and study skills. Parents learned techniques in helping their children at home.

Berea's PTA supported student involvement by designing and building a butterfly garden. Students used plants and herbs that would attract butterflies. Students will be actively involved in maintaining the garden. Our PTA also supported other activities that included a spring carnival and teacher appreciation.

Students, staff, and parents are proud of our school and community.

Patricia Booker-Christy, Principal  
Donna Hammond, SIC Chairman

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	41	71	55
Percent satisfied with learning environment	82.9%	90.0%	83.0%
Percent satisfied with social and physical environment	97.6%	92.9%	85.5%
Percent satisfied with school-home relations	70.7%	90.0%	78.8%

\* Only students at the highest elementary school grade level and their parents were included.

School Adequate Yearly Progress	NO
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This school met 22 out of 29 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

\* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	Continuing School Improvement
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.9%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	2.4%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.6%	94.0%	Yes

\* Or greater than last year

Abbreviations for Missing Data

**PACT Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)**

All Students	233	100	36.2	40.4	18.8	4.7	35.7	52.4	48.2	No	Yes
<b>Gender</b>											
Male	121	100	43.6	40.9	10.9	4.5	26.4	46.1	41.7	N/A	N/A
Female	112	100	28.2	39.8	27.2	4.9	45.6	59.1	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	80	100	28.4	39.2	25.7	6.8	47.3	62.3	60	Yes	Yes
African American	88	100	46.3	33.8	15	5	28.8	31.7	31.7	No	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	74.9	70.4	I/S	I/S
Hispanic	58	100	28.8	53.8	15.4	1.9	30.8	36.7	38.4	No	Yes
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	58.7	47	I/S	I/S
<b>Disability Status</b>											
Disabled	61	100	61.4	22.8	5.3	10.5	24.6	20.3	16	No	Yes
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	25	38.1	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	60	100	29.6	50	18.5	1.9	33.3	36.1	36.9	No	Yes
<b>Socio-Economic Status</b>											
Subsided meals	192	100	38.3	37.7	18.9	5.1	34.9	34.3	34	No	Yes

**Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)**

All Students	233	99.6	32.1	42	17.5	8.5	39.6	49.5	45.8	Yes	Yes
<b>Gender</b>											
Male	121	99.2	33.9	41.3	17.4	7.3	42.2	49.9	45.6	N/A	N/A
Female	112	100	30.1	42.7	17.5	9.7	36.9	49	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	80	98.8	21.9	43.8	24.7	9.6	50.7	59.4	59	Yes	Yes
African American	88	100	43.8	42.5	10	3.8	28.8	27.2	26.9	Yes	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	75.3	71.3	I/S	I/S
Hispanic	58	100	26.9	40.4	19.2	13.5	42.3	37.4	38.1	Yes	Yes
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	52.4	46.2	I/S	I/S
<b>Disability Status</b>											
Disabled	61	98.4	51.8	32.1	10.7	5.4	23.2	20.1	17.1	No	Yes
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	30	32.5	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	60	100	24.1	42.6	18.5	14.8	44.4	38.4	38.7	Yes	Yes
<b>Socio-Economic Status</b>											
Subsided meals	192	99.5	34.5	40.2	16.1	9.2	39.1	32.2	31.4	Yes	Yes

\* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
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Science

All Students	161	100	44.5	37	10.3	8.2	18.5	39.3	35.7	96.6	96.5
Gender											
Male	82	100	48	37.3	8	6.7	14.7	41.6	37.4	96.5	96.4
Female	79	100	40.8	36.6	12.7	9.9	22.5	36.9	33.8	96.7	96.6
Racial/Ethnic Group											
White	54	100	28.6	42.9	12.2	16.3	28.6	49.7	49.2	95.9	96.4
African American	64	100	59.3	32.2	6.8	1.7	8.5	18.2	17	96.5	96.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	60.9	58	98.1	97.7
Hispanic	41	100	44.4	33.3	13.9	8.3	22.2	23.7	24.9	97.5	96.9
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	34.2	37.4	95.3	95.3
Disability Status											
Disabled	34	100	62.5	28.1	6.3	3.1	9.4	16.3	14	95.3	95.5
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	20	21.9	N/A	96.4
English Proficiency											
Limited English Proficient	41	100	41.7	36.1	13.9	8.3	22.2	22.6	24.4	97.5	97.2
Socio-Economic Status											
Subsidized meals	138	100	48.4	33.9	10.5	7.3	17.7	21.3	21.1	96.5	95.8

Social Studies

All Students	154	100	33.3	36.9	17.7	12.1	29.8	38.1	34	96.6	96.5
Gender											
Male	75	100	42.6	32.4	13.2	11.8	25	41	36.6	96.5	96.4
Female	79	100	24.7	41.1	21.9	12.3	34.2	35	31.3	96.7	96.6
Racial/Ethnic Group											
White	55	100	15.7	41.2	25.5	17.6	43.1	46.1	44.5	95.9	96.4
African American	55	100	44	38	10	8	18	20.5	19.1	96.5	96.4
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	60.2	58.9	98.1	97.7
Hispanic	37	100	36.4	36.4	15.2	12.1	27.3	27.7	27.5	97.5	96.9
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	28.3	32.7	95.3	95.3
Disability Status											
Disabled	44	100	41.5	34.1	9.8	14.6	24.4	17.1	14.4	95.3	95.5
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	28.6	22.6	N/A	96.4
English Proficiency											
Limited English Proficient	39	100	37.1	37.1	17.1	8.6	25.7	27.6	27.3	97.5	97.2
Socio-Economic Status											
Subsidized meals	121	100	37.8	36	12.6	13.5	26.1	22.8	21	96.5	95.8

\* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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## PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	80	100	31.1	41.9	25.7	1.4	27
	4	87	98.9	32.5	51.9	13	2.6	15.6
	5	83	98.8	37.8	43.2	17.6	1.4	18.9
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	69	100	25.4	31.7	34.9	7.9	42.9
	4	83	100	41.9	41.9	13.5	2.7	16.2
	5	81	100	39.5	46.1	10.5	3.9	14.5
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	80	100	27	56.8	10.8	5.4	16.2
	4	87	98.9	36.4	45.5	13	5.2	18.2
	5	83	100	29.7	44.6	18.9	6.8	25.7
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	69	98.6	30.6	46.8	19.4	3.2	22.6
	4	83	100	39.2	41.9	8.1	10.8	18.9
	5	81	100	26.3	38.2	25	10.5	35.5
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	43	100	50	36.8	7.9	5.3	13.2
	4	87	98.9	58.1	33.8	5.4	2.7	8.1
	5	42	100	64.7	26.5	8.8	0	8.8
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	37	100	32.4	29.4	26.5	11.8	38.2
	4	83	100	47.3	39.2	5.4	8.1	13.5
	5	41	100	50	39.5	5.3	5.3	10.5
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	38	100	22.9	40	22.9	14.3	37.1
	4	87	98.9	56.8	35.1	8.1	0	8.1
	5	44	97.7	54.1	29.7	10.8	5.4	16.2
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	32	100	17.2	34.5	24.1	24.1	48.3
	4	82	100	35.1	43.2	13.5	8.1	21.6
	5	40	100	42.1	26.3	21.1	10.5	31.6
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

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